



# Standards, Stakeholders and Quality Improvement

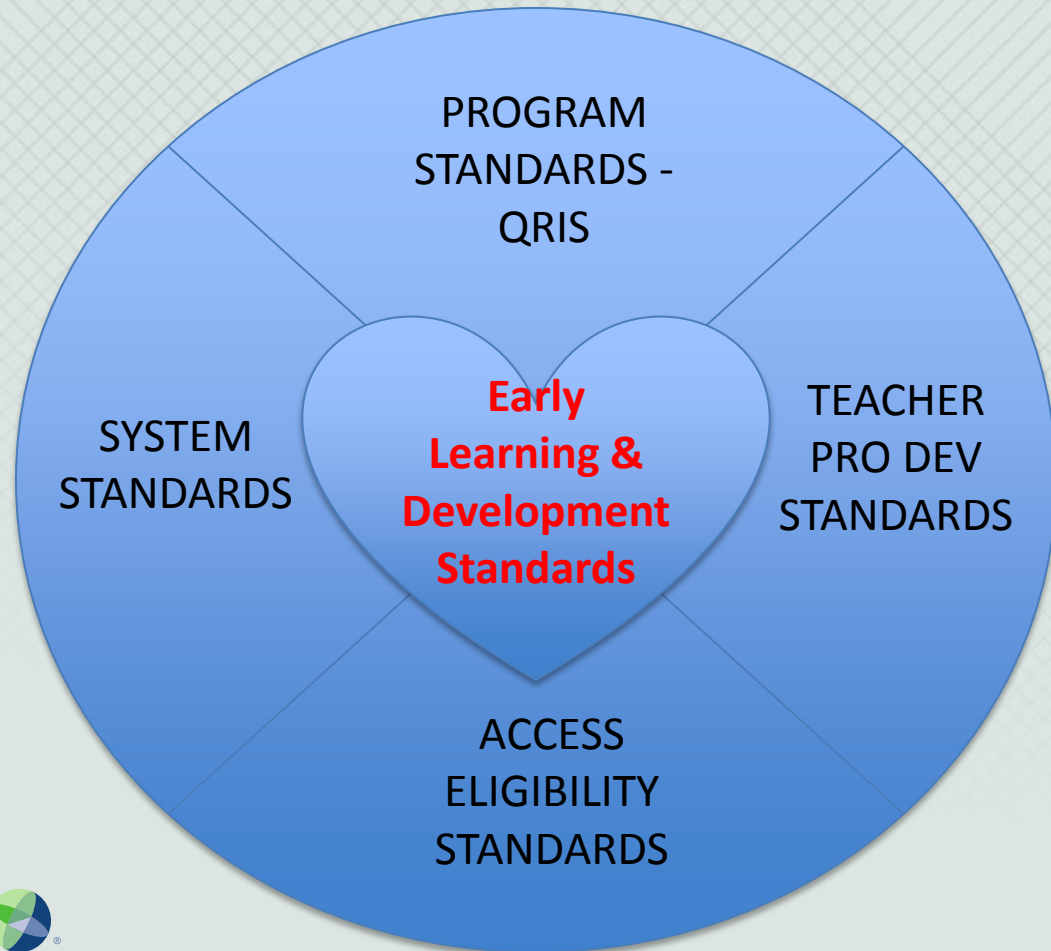
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**First 5 IMPACT Webinar**  
**October 23, 2015**

# Meeting Outcomes

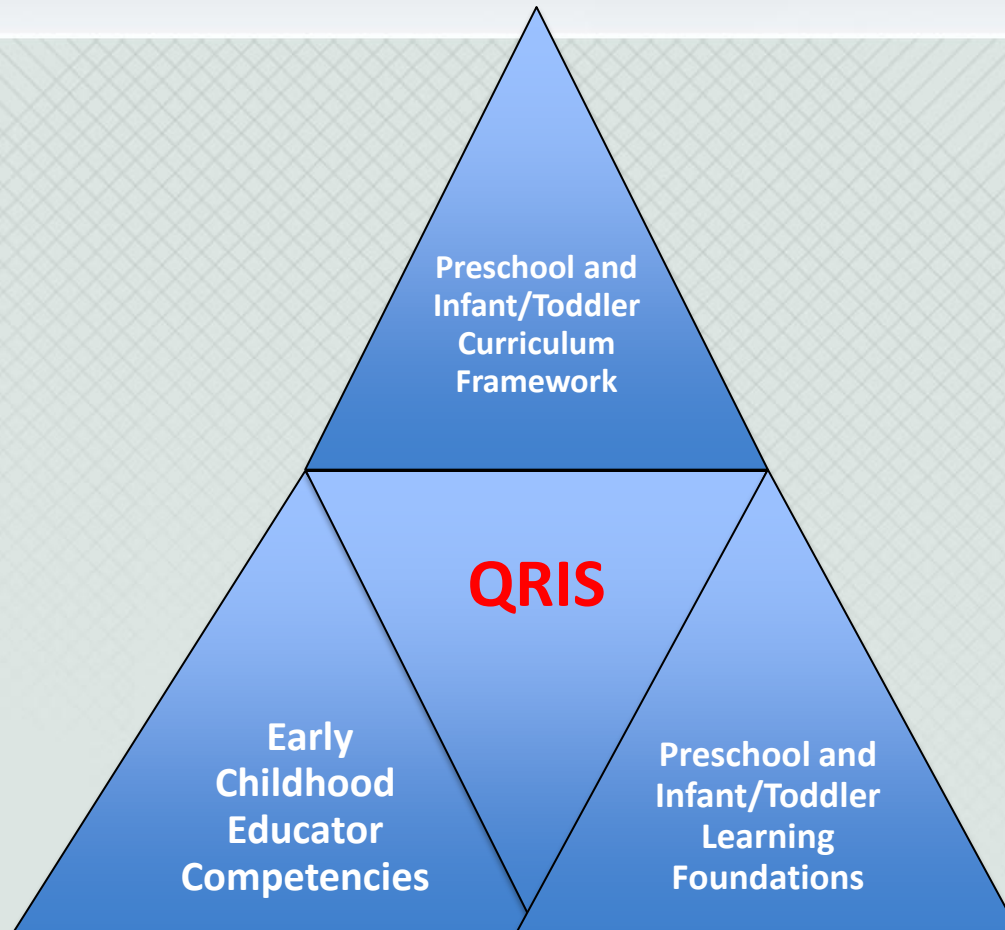
Participants will:

- Share and learn from each other how they are responding to Request for Application (RFA) sections and challenges they are facing
- Gain a shared understanding of the RFA intent for Systems Functions 3, 4, and 5
- Gain knowledge of key constructs behind System Functions such as Alignment, Engagement, and Continuous Quality Improvement (CQI)

# Aligning Standards



# Alignment in California



# Enhance and Align Standards: The Consortium's Local First 5 IMPACT Model

*ii. Describe the plan for engaging and increasing the quality of sites that serve special populations of children, including dual language learners, children with disabilities and other special needs, infants and toddlers, migrant, tribal, and children who are homeless or in the foster care system, as applicable.*

# Sample: What Might This Look Like?

- Providers serving homeless families will get priority for Quality Rating and Improvement System (QRIS) participation and quality improvement supports
- Providers will receive specific training on screening, referral and follow-up using Birth to 5: Watch Me Thrive materials
- Family Child Care providers will be offered training on the Infant/Toddler Guidelines as well as Program for Infant/Toddler Care (PITC)
- Improve coaching by getting more staff reliable on Classroom Assessment Scoring System<sup>®</sup>(CLASS<sup>®</sup>) and other Infant/Toddler measures



# Recruit and Engage Participants: Early Learning Setting Outreach



# Recruit and Engage Participants

- i. *Describe the types and methods of outreach the consortium will use to recruit and engage early learning sites across the full spectrum of setting types, ensure culturally and linguistically diverse participation, and include Family Child Care Homes (FCCH) and centers serving infants and toddlers.*  
**Note:** *any special outreach to sites serving dual language learners, children with disabilities and other special needs, migrant, tribal, and children who are homeless or in the foster care system, as applicable.*



# Sample: What Might This Look Like?

- Offer training on Infant/Toddler Learning Guidelines, Infant and Toddler CLASS, and Infant/Toddler Environment Rating Scale
- Focus on high-need neighborhoods, and providers serving vulnerable children
- Develop materials in Spanish and English to distribute to the Resource & Referral (R&R), libraries, and faith communities
- Engage local Family Child Care (FCC) Association and actively participate in their meetings

# Recruit and Engage: FFN Providers

*iii. If the consortium plans to include family, friend, and neighbor (FFN) care providers in the local First 5 IMPACT model, please describe engagement and implementation strategies.*

# Sample: What Might This Look Like?

- Work with medical providers, R&R, libraries, school districts, and others to identify FFN caring for young children
- Provide information on accessing early childhood education coursework
- Recruit and train community-based coaches and mentors to support FFN care providers



# Create and Support Improvement Strategies – CQI Process

iv. *What types of incentives will the consortium use to encourage providers to participate in the local First 5 IMPACT model (e.g., financial incentives, training, classroom materials)? Include information on how incentives vary by Implementation Step or tiered rating (if applicable).*

# Sample: What Might This Look Like?

- Direct Incentives (e.g., \$250 for Step 1 and \$500 for Step 2 upon sign-up; additional incentives when QI goals are met)
- Free Training & Technical Assistance (T&TA), including on-site and online TA and coaching
- Individual educational incentives (scholarships)
- Partner with community colleges to ensure all applicants receive academic and financial aid advising